

**PENN CAMBRIA PRIMARY SCH**

400 Main St

Schoolwide Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

Penn Cambria School District shall deliver a high-quality education so that our students may be prepared to meet the challenges of the future. In this Title 1 school, a focus on helping students struggling to meet academic standards is an agreed upon vision for this plan.



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Facilitate family engagement by providing opportunities for engagement and/or by providing PD related to family engagement for faculty.	Parent and family engagement
Implement systematic literacy interventions for struggling students based on data using an MTSS model.	Early Literacy
Improve Tier 1 instruction for all students through use of evidence based strategies and programs.	English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Family Engagement	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Family Engagement	Facilitate family engagement by providing opportunities for engagement and/or by providing PD related to family engagement for faculty.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Provide resources/materials and transition activities for students and families	2023-08-21 - 2024-06-14	Dr. Joseph Smorto, Principal	No Title 1 monies currently allocated due to limited funding. SPAC parent resources will be used along with district materials and resources.
Parent meetings & conferences	2023-08-21 - 2024-06-14	Dr. Joseph Smorto, Principal + Jeanette Black, Assistant to the Superintendent	Contracted time for conferences, \$500 total in districtwide Title 1 set aside funding allocated to additional parent engagement meetings and opportunities
Professional development for staff with involvement of parents on the value and utility of working with families.	2023-10-02 - 2024-04-26	Jeanette Black, Assistant to the Superintendent	SPAC skits, parent input from meetings and PD committee, SPAC resources (\$3118 total districtwide set aside for all professional development)

### Anticipated Outcome

Improved family engagement and collaboration

### Monitoring/Evaluation

Annual family Title 1 surveys and annual parent school climate surveys.

### Evidence-based Strategy

Interventions

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Interventions	Implement systematic interventions (literacy) for struggling students which includes use of data to identify need, selection of appropriate evidence-based interventions, and progress monitoring of effectiveness using an MTSS model.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct assessments and use an MTSS model to determine need for interventions	2023-08-24 - 2024-03-29	Dr. Joseph Smorto, Elementary Principal	Assessments - interventionists (2 Title 1 funded staff) - evidence based intervention programs (assessments/interventions/instructional materials)
Implement system of literacy interventions and progress monitor for effectiveness.	2023-08-24 - 2024-06-14	Dr. Joseph Smorto, Principal + Jeanette Black, Assistant to the Superintendent	Assessments - interventionists (2 Title 1 funded staff) - evidence based intervention programs (assessments/interventions/instructional materials)
Professional development to implement interventions and data analysis professional development to measure effectiveness.	2023-07-11 - 2024-06-14	Jeanette Black, Assistant to the Superintendent	Intervention and data analysis professional development (\$3118 in districtwide set aside for professional development)
Elementary Summer School 2024 - Intervention program for struggling students	2024-06-10 - 2024-08-09	Dr. Joseph Smorto, Principal	Staffing + instructional materials + transportation - (\$15,600 budgeted in

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Districtwide Set Aside for elementary summer school)

Anticipated Outcome
Increased student literacy achievement

Monitoring/Evaluation
DIBELS data - all students 3 times/year plus regular interval progress monitoring for students receiving interventions.

Evidence-based Strategy
Evidence-Based Tier 1 Programs

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier 1 Early Literacy	Implement Tier 1 evidence-based strategies and programs to improve early literacy outcomes for all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Lexia Core 5 (evidence-based	2023-08-24 -	Jeanette Black,	Lexia Core 5 subscription - student laptops and

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
program) for use in classrooms to help all students strengthen literacy skills.	2024-06-14	Assistant to the Superintendent + Dr. Joseph Smorto, Principal	headphones
Implement Heggerty Phonics in all classrooms to strengthen	2023-08-24 - 2024-06-14	Dr. Joseph Smorto, Principal	Heggerty instructional materials
Professional development to implement evidence based programs and data analysis professional development to measure effectiveness.	2023-08-22 - 2024-06-14	Jeanette Black, Assistant to the Superintendent + Dr. Joseph Smorto, Principal	Lexia, Heggerty and/or Science of Reading professional development along with data analysis PD ((\$3118 in districtwide set aside for professional development)

**Anticipated Outcome**  
 Increase in student literacy achievement and decrease in number of students needing intervention

**Monitoring/Evaluation**  
 DIBELS benchmarks 3times/year - Program data reports reviewed quarterly by teachers and administrators



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Facilitate family engagement by providing opportunities for engagement and/or by providing PD related to family engagement for faculty. (Family Engagement)	Family Engagement	Professional development for staff with involvement of parents on the value and utility of working with families.	10/02/2023 - 04/26/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implement systematic interventions (literacy) for struggling students which includes use of data to identify need, selection of appropriate evidence-based interventions, and progress monitoring of effectiveness using an MTSS model. (Interventions)	Interventions	Professional development to implement interventions and data analysis professional development to measure effectiveness.	07/11/2023 - 06/14/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implement Tier 1 evidence-based strategies and programs to improve early literacy outcomes for all students. (Tier 1 Early Literacy)	Evidence-Based Tier 1 Programs	Professional development to implement evidence based programs and data analysis professional development to measure effectiveness.	08/22/2023 - 06/14/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Joseph N. Smorto

2023-07-12

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

More than 88% of students have regular attendance and that data reflects a COVID-impacted year as the most recent data is from 2020-2021.

2nd Grade DIBELS - The number of students needing intensive intervention decreased from 25% in fall 2022 to only 13% in spring 2023.

1st Grade DIBELS - 88% of students were at core level by spring in Phoneme Segmentation. 72% were at core level in Nonsense Word - Correct Letter Sounds. 79% of first grade students were at core level in spring 2023 based on composite DIBELS score compared to only 31% at the start of first grade.

NA

NA

Benchmark data shows that second grade students made progress in math concepts and applications with more students hitting benchmark in spring.

Career benchmark experiences are integrated into the classroom in a variety of ways through reading, special events, and guidance

### Challenges

Regular attendance of economically disadvantaged is below state target.

2nd Grade DIBELS - Students show need for continued support in all early reading indicators, including letter sources, word reading, fluency and comprehension.

Overall, a majority of students did not meet spring 2023 math benchmarks in either computation or concepts/applications. They did increase scores but not at a rate that allowed them to meet rising benchmarks.

Specific data on meeting career benchmarks is more limited in grades 1-2 as we begin building student career portfolios.

Improving systematic interventions and regularly progress monitoring to determine which interventions are working for which students.

Continuing to facilitate/foster family engagement, especially "just in time resources" for families, and transition efforts.

Determining math intervention needs based on standardized data is an ongoing challenge.

### Strengths

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lessons.

Our staff is very dedicated to the students that they serve and they work to improve school climate for students and families.

### Challenges

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NA

NA

Improving Tier 1 instruction and curriculum, especially in Phonics, is a critical challenge based on DIBELS data.

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### Most Notable Observations/Patterns

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We are working towards implementing a more systematic system of interventions and have started progress monitoring to determine effectiveness. Math remains an area of need. However, limits on current Title 1 funding do not allow the school to use Title 1 funding for math interventions. Instead, current ESSER funding is being used to provide math supports such as an after-school math program.

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Challenges	Discussion Point	Priority for Planning
Improving systematic interventions and regularly progress monitoring to determine which interventions are working for which students.	A systematic intervention process, relying heavily on student data (benchmark and progress monitoring) and using evidence-based systematic intervention programs will allow us to more effectively support struggling learners.	✓
Improving Tier 1 instruction and curriculum, especially in Phonics, is a critical challenge based on DIBELS data.	Improving Tier 1 instruction serves all students.	✓
Continuing to facilitate/foster family engagement, especially "just in time resources" for families, and transition efforts.	Time is a big challenge for families and for our staff with regards to effectively fostering family engagement.	✓
2nd Grade DIBELS - Students show need for continued support in all early reading indicators, including letter sources, word reading, fluency and comprehension.		

## ADDENDUM B: ACTION PLAN

### Action Plan: Family Engagement

Action Steps	Anticipated Start/Completion Date
Provide resources/materials and transition activities for students and families	08/21/2023 - 06/14/2024
Monitoring/Evaluation	Anticipated Output
Annual family Title 1 surveys and annual parent school climate surveys.	Improved family engagement and collaboration
Material/Resources/Supports Needed	PD Step
No Title 1 monies currently allocated due to limited funding. SPAC parent resources will be used along with district materials and resources.	no

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**Action Steps****Anticipated Start/Completion Date**

Parent meetings &amp; conferences

08/21/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Annual family Title 1 surveys and annual parent school climate surveys.

Improved family engagement and collaboration

**Material/Resources/Supports Needed****PD  
Step**

Contracted time for conferences, \$500 total in districtwide Title 1 set aside funding allocated to additional parent engagement meetings and opportunities

no



**Action Steps****Anticipated Start/Completion Date**

Professional development for staff with involvement of parents on the value and utility of working with families.

10/02/2023 - 04/26/2024

**Monitoring/Evaluation****Anticipated Output**

Annual family Title 1 surveys and annual parent school climate surveys.

Improved family engagement and collaboration

**Material/Resources/Supports Needed****PD Step**

SPAC skits, parent input from meetings and PD committee, SPAC resources (\$3118 total districtwide set aside for all professional development)

yes

**Action Plan: Interventions**

**Action Steps****Anticipated Start/Completion Date**

Conduct assessments and use an MTSS model to determine need for interventions

08/24/2023 - 03/29/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS data - all students 3 times/year plus regular interval progress monitoring for students receiving interventions.

Increased student literacy achievement

**Material/Resources/Supports Needed****PD Step**

Assessments - interventionists (2 Title 1 funded staff) - evidence based intervention programs (assessments/interventions/instructional materials)

no



**Action Steps****Anticipated Start/Completion Date**

Implement system of literacy interventions and progress monitor for effectiveness.

08/24/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS data - all students 3 times/year plus regular interval progress monitoring for students receiving interventions.

Increased student literacy achievement

**Material/Resources/Supports Needed****PD  
Step**

Assessments - interventionists (2 Title 1 funded staff) - evidence based intervention programs (assessments/interventions/instructional materials)

no



**Action Steps****Anticipated Start/Completion Date**

Professional development to implement interventions and data analysis professional development to measure effectiveness.

07/11/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS data - all students 3 times/year plus regular interval progress monitoring for students receiving interventions.

Increased student literacy achievement

**Material/Resources/Supports Needed****PD Step**

Intervention and data analysis professional development (\$3118 in districtwide set aside for professional development)

yes



**Action Steps****Anticipated Start/Completion Date**

Elementary Summer School 2024 - Intervention program for struggling students

06/10/2024 - 08/09/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS data - all students 3 times/year plus regular interval progress monitoring for students receiving interventions.

Increased student literacy achievement

**Material/Resources/Supports Needed****PD Step**

Staffing + instructional materials + transportation - (\$15,600 budgeted in Districtwide Set Aside for elementary summer school)

no

**Action Plan: Evidence-Based Tier 1 Programs**

**Action Steps****Anticipated Start/Completion Date**

Implement Lexia Core 5 (evidence-based program) for use in classrooms to help all students strengthen literacy skills.

08/24/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS benchmarks 3times/year - Program data reports reviewed quarterly by teachers and administrators

Increase in student literacy achievement and decrease in number of students needing intervention

**Material/Resources/Supports Needed****PD Step**

Lexia Core 5 subscription - student laptops and headphones

no



**Action Steps****Anticipated Start/Completion Date**

Implement Heggerty Phonics in all classrooms to strengthen

08/24/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS benchmarks 3times/year - Program data reports reviewed quarterly by teachers and administrators

Increase in student literacy achievement and decrease in number of students needing intervention

**Material/Resources/Supports Needed****PD Step**

Heggerty instructional materials

no





**Action Steps****Anticipated Start/Completion Date**

Professional development to implement evidence based programs and data analysis professional development to measure effectiveness.

08/22/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

DIBELS benchmarks 3times/year - Program data reports reviewed quarterly by teachers and administrators

Increase in student literacy achievement and decrease in number of students needing intervention

**Material/Resources/Supports Needed****PD Step**

Lexia, Heggerty and/or Science of Reading professional development along with data analysis PD ((\$3118 in districtwide set aside for professional development)

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Facilitate family engagement by providing opportunities for engagement and/or by providing PD related to family engagement for faculty. (Family Engagement)	Family Engagement	Professional development for staff with involvement of parents on the value and utility of working with families.	10/02/2023 - 04/26/2024
Implement systematic interventions (literacy) for struggling students which includes use of data to identify need, selection of appropriate evidence-based interventions, and progress monitoring of effectiveness using an MTSS model. (Interventions)	Interventions	Professional development to implement interventions and data analysis professional development to measure effectiveness.	07/11/2023 - 06/14/2024
Implement Tier 1 evidence-based strategies and programs to improve early literacy outcomes for all students. (Tier 1 Early Literacy)	Evidence-Based Tier 1 Programs	Professional development to implement	08/22/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		evidence based programs and data analysis professional development to measure effectiveness.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Family Engagement PD	Staff	Family engagement strategies - value and utility of working with families - SPAC skits

  

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participant surveys	10/02/2023 - 04/26/2024	Jeanette Black, Assistant to the Superintendent

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4c: Communicating with Families

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Intervention PD

Interventionists, paraprofessionals + classroom teachers providing data analysis or intervention

Data - assessments - effective intervention strategies -implementation with fidelity

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Participant surveys - classroom observations

07/11/2023 - 06/14/2024

Jeanette Black, Assistant to the Superintendent

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Tier 1 Data Analysis and Evidence-Based Implementation	All staff	Assessment data analysis to measure progress - implementation training for evidence-based programs (ex: Lexia/Heggerty)

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Participant surveys - classroom observations	08/22/2023 - 06/12/2024	Dr. Joseph Smorto, Principal + Jeanette Black, Assistant to the Superintendent

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3c: Engaging Students in Learning	Structured Literacy
3a: Communicating with Students	
3d: Using Assessment in Instruction	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Website Posting	Schoolwide Plan posted to Federal Programs section of website	Website	General Public	August 2023
Staff Notification	Schoolwide Plan link emailed to all faculty at PCP	Email	Faculty	August 2023
Parent Discussion of Plan - Title 1 Parent Meeting	Title 1 schoolwide activities	Face-to-Face	Families	September 2023

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